DOCUMENT RESUME

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ABSTRACT

A 3-year model program for 40 4- to 6-year old children with developmental problems is described. Discussed are the following project objectives: development of a functional program appropriate to schools in nonurban areas where specialized services are not available and funds are limited; provision of a model for parent education through the home-contact program component; demonstration of teaching methods and curriculum innovations designed to increase psycholinguistic abilities and perceptual efficiency; involvement of university students enrolled in the teacher training program; and institution of a system of teacher inservice training, consultant services, and replication assistance to other individuals or institutions concerned with the education of educable developmentally handicapped young children. Described are program components including curriculum (emphasizing language development), evaluation, parent involvement, and communication. Reviewed is program development from an initital pilot project to inservice workshops, student involvement, and the operational years. A summary of mean differences in test performance of children in the program, the project budget, and an outline of project contribution to teacher education are presented. (DB)

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MISSISSIPPI STATE UNIVERSITY

PRESCHOOL AND EARLY EDUCATION PROJECT

entry in

DISTINGUISHED ACHIEVEMENT AWARD

AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION

November 17, 1972

EC 061009

Summary of Submitted Program

Mississippi State University, in 1970, was awarded a grant through the Bureau for Education of the Handicapped, U.S. Office of Education, to study the problem and develop a model program for five year old children with developmental problems. Successive continuation grants in 1971 and 1972 made the model operational and expanded it to include ages four, six and seven. The objectives of the Project are:

(1) to present model educational programs that will be practical and functional for schools in non-urban areas where specialized services are not available and where funds for specialized services are limited;

(2) to provide a model for parent education and home assistance through home-contact programs;

(3) to demonstrate teaching methods and curriculum innovations designed to increase psycholinguistic abilities and perceptual efficiency;

(4) to make these teaching methods and curriculum innovations visible to Mississippi State University students enrolled in teacher training program through pre-service training via observation and direct involvement of students in the Project;

(5) to institute a system of teacher in-service training, consultant services and replication assistance to public and private agencies or individuals involved in the education of educable developmentally handicapped preschool and early education period children (age range: 4-9 years).

At present, Mississippi State University is making plans to include in the teacher education program an early childhood education curriculum. The knowledge gained by working intensively with developmentally handicapped, environmentally deprived preschool and early education period children will be utilized to help build a functional and effective early childhood teacher education program.

COMPREHENSIVE EXPLANATION AND ANALYSIS OF PROGRAM

DESCRIPTION OF PROGRAM

INTRODUCTION. Mississippi State University Preschool and Early Education Project was designed to provide a model program for developmentally handicapped children, ages 4-9 years of age. The model program has contributed to teacher education at both the in-service and pre-service levels. A system of teacher in-service training is built into the model by assisting experienced teachers in replicating various components of the model in their particular educational settings. Pre-service training is built into the model through direct student involvement in (1) Project sponsored workshops; (2) observation of model in Project; (3) field experiences required in conjunction with course work; (4) graduate level internships; and (5) undergraduate student teaching.

GRANT AWARD. In 1970 Mississippi State University was awarded, through the Bureau for Education of the Handicapped, U. S. Office of Education, a grant under the Handicapped Children's Early Education Assistance Act to develop a model program for young children with developmental problems. In 1971 the model program was made operational through a continuation grant. In 1972 an additional grant made possible further expansion and facilities to offer assistance through in-service training to persons and agencies desirous of replicating any or all of the various program components pertinent to providing exemplary services to children. These program components are: CURRICULUM, PARENT INVOLVEMENT, EVALUATION, COMMUNICATION.

The overall planning of the Mississippi State University Preschool and Early Education Project reflects coordination and cooperation on the part

of Mississippi State University, Starkville Public Schools and the Mississippi State Department of Education. Mississippi State University has committed an Associate Professor of Special Education to serve as Director of the Project.

The Starkville Public Schools System provides housing and building administrative personnel to work closely with the demonstration classes. The Mississippi State Department of Education provides funding assistance and through the State Supervisor of Special Education offers professional and consultative assistance.

The core of the program consists of language development through verbal bombardment and training in perceptual efficiency. Art, music, and physical education activities are designed to contribute to growth in these two basic areas.

EXPANSION OF MODEL. In the fiscal year 1970, a class of five year old children was utilized to develop a model program. In the 1971 fiscal year, the Project was expanded by adding a group of four year olds, a new group of five year olds and retaining the initial five year olds who were six years of age. In 1972 these three classes were retained and a group of new four year olds was added, making a total of four model classes.

The following table gives a graphic description of the placement of the various groups during the three years the project has been in existence:

Fiscal Year	Preschool 4 yr. olds	Preschool 5 yr. olds	PHASE I Early Education 6 yr. olds	PHASE II Early Education 7 yr. olds
1970		UNIT I		
1971	UNIT IIa	UNIT IIb	UNIT I	
1972	UNIT III	UNIT IIa	UNIT IIb	UNIT I

PROGRAM COMPONENTS.

I. Curriculum

The Preschool and Early Education Project is developing and utilizing a curriculum that has as its nucleus language development and perceptual training. The curriculum is structured to provide experiences in personal and social adequacy.

Four Year Old Level. A language development program emphasizing word meaning and speaking in complete sentences is utilized. Perceptual activities are related to developing body awareness, gross and fine motor skills, auditory and visual discrimination. Motor and sensory perception are built into the art, music and physical education programs.

Five Year Old Level. Language development materials are built into units on subjects psychologically near to the child with activities to develop psycholinguistic abilities included. The curriculum includes intensive training in visual discrimination, auditory discrimination and concept building. An elementary program of arithmetic is introduced to teach language and perceptual skills related to this area. Art, music and physical education activities are interspersed within the daily schedule to reinforce language and perceptual skills.

Primary Level. The primary level classes encompass chronological ages six-nine. Language development and perceptual training remain the nucleus of the curriculum. A

sequential program is planned in a hierarchy of difficulty. Materials used with the five year old group are continued at the functioning level of the child. Handwriting and reading are introduced as the developmental levels of the children indicate readiness for these activities. Art, music and physical education continue to be an integral part of the daily schedule.

II. Evaluation

Measures of verbal facility and perceptual efficiency are obtained at the beginning of the school year and at the end of the year. Scores are used to determine means and net increases for each child. Interim evaluation is accomplished periodically and program changes are made in terms of needs of individual children.

III. Parent Involvement

The Parent-Home-School Contact Program keeps the school and home informed about the child, his progress and his problems. Parents Can Teach, Too, a guide to reinforce the school program in the home, is made available. Parents are given additional support by scheduling Parent Organization meetings for in-service training and communication.

IV. Communication

Agencies interested in replicating the entire model or any of the program components are given assistance in implementing

the program into their particular educational setting. Replication of the curriculum component involves including language development and perceptual training in the daily program. All of the materials, ideas and teaching techniques originating within the Project are available to implementing agencies in mimeographed form. Assistance is given in making decisions concerning types of commercial materials the replicating agency may wish to purchase. A member of the Project staff goes to the agency site, gives demonstrations on how to use materials and assists in setting up a schedule. Subsequent visits are made to give further assistance and to obtain feedback from the implementing agencies. THERE IS NO CHARGE FOR THESE SERVICES.

The Project classrooms are equipped with one-way mirrors/sound and are open for observation each school day from 8:30 a.m.--2:00 p.m.

OBJECTIVES

The objectives of the Project are:

(1) to present model educational programs that will be practical and functional for schools in non-urban areas where specialized services are not available and where funds for specialized services are limited;

(2) to provide a model for parent education and home assistance through home-contact programs;

(3) to demonstrate teaching methods and curriculum innovations designed to increase psycholinguistic abilities and perceptual efficiency;

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(4) to make these teaching methods and curriculum innovations visible to Mississippi State University students enrolled in teacher training program through pre-service training via observation and direct involvement of students in the Project; (5) to institute a system of teacher in-service training, consultant services and replication assistance to public and private agencies or individuals involved in the education of educable developmentally handicapped preschool and early education period children (age range: 4-9 years).

DEVELOPMENT OF THE PROGRAM

PILOT PROJECT, 1967-68. A six weeks experimental study was carried out in Project Headstart, The Prairie Child Development Agency, Starkvillle, Mississippi, to produce and ascertain the effectiveness of a language development program based on a developmental approach to learning. Forty-five Headstart subjects were randomly assigned proportionately to one control and two experimental groups. A group of randomly chosen subjects eligible for Headstart, but not attending because of enrollment limitations, served as a home no-treatment control. Treatment for the Headstart control group can be described generally as a permissive traditional type preschool experience. Treatment for the experimental groups consisted of a structured program with objectives stated in cognitive terms. To facilitate the understanding of language as it is being used in the school, the content of this program consisted of verbal material basic to building word meaning, correct grammatical forms and prolonged speech sequences.

Statistical analysis of data from the program indicated that a short intensive language program could account for significant gains in intellectual

growth and psycholinguistic abilities, BUT the important question was, "can it be lasting?" "If a structured program of cognitively oriented language development is continued, what effect will it have on future intellectual growth and achievement?" "If it does have a positive effect, how can we, through pre-service and in-service teacher education, affect this positive change in our environmentally deprived and developmentally handicapped children?" These are the questions that gave motivation and impetus to securing support for a preschool and early education facility at Mississippi State University.

DEVELOPMENT YEAR, 1970-71. The Mississippi State University Preschool and Early Education Project for Children with Developmental Problems became a reality in November, 1970, with one young enthusiastic first year teacher, an aide, a part-time evaluator, a half-time director and eight five year old educable developmentally handicapped children from poverty level homes. The curriculum included intensive language development and perceptual training. Goldstein, Frostig, Stern, Developmental Learning, psycholinguistic abilities, body imagery and self concept were on the tips of the Project personnel's fingers and tongues, but nobody had included in the college teacher training program how to teach a five year old to use an indoor toilet or to eat with silverware. The materials and supplies list had not included a plastic bath tub, bath cloths, soap, shampoo, hair dryers or toothbrushes and tooth paste. The first aid course did not tell what to do for a little body covered with impetigo or little hands with no muscle tone. Field trips orientation had not covered a trip to the dentist with a toothache or a trip to the doctor to get a fever down. Above all, nothing was said about little faces with no animation or little voices so afraid

to be heard!

We had thought we were well prepared, and in a sense we were. But we learned; we possibly learned more from the children than they learned from us. Slowly we were beginning to understand and to transmit to our college level students the meaning of terms like "curriculum change" and "compensatory education." Learning experiences to reinforce these meanings were planned; Mississippi State University students and faculty and experienced teachers of young children from the surrounding area participated in these experiences as stated below.

Workshops. All of the consultants holding workshops were well qualified by professional training and experience. All had worked with the type of young children the Project serves. Participants in all workshops consisted of graduate and undergraduate education majors, teachers of young children with developmental problems, and College of Education faculty members.

I. The Application of Social Work Techniques To The Parent-School Relationship

Consultant: Nancy S. Rainey
Title: Psychiatric Social Worker, Director of Alabama Department of Mental Health Alcoholism Clinic located at The Psychological Clinic of the University of Alabama

II. Music for Preschool and Early Education Period Child

Consultant: Betty Duvall King
Title: Educational Television Coordinator of Northeast Mississippi ETV Council and Elementary Music Supervisor, Tupelo Public Schools, Tupelo, Mississippi

III. Visual, Auditory, Sensory Perception

Consultant: Twila Anderson
Title: Placement Specialist, Division of Special Education, Memphis City Schools, Memphis, Tennessee; also, Consultant--Perceptually Handicapped

IV. Learning To Move and Moving To Learn

Consultant: Gene Kidder
Title: Supervisor of Health, Physical Education and Recreation, Meridian Public Schools, Meridian, Mississippi; also, a participant in the AAHPER and Kennedy Foundation Matching Fund Grant to:
(1) provide physical education and recreation experiences for the mentally retarded appropriate to his needs, abilities, and interest;
(2) to provide educational experiences for junior college students to attract them into furthering their education to teach mentally retarded (1965-1968).

V. Psycholinguistics Abilities

Consultant: Corrine Kass
Title: Associate Professor of Special Education, University of Arizona and Coordinator of Learning Disabilities Graduate Program; formerly U. S. Office of Education, Coordinator, Funding for Teacher Training Programs in Learning Disabilities

Many ideas to strengthen pre-service and in-service teacher education evolved as a result of the workshops. Project personnel prepared a "mini-workshop" related to social work techniques useful to the teacher. Using workshop training, graduate students were able to function successfully in the Project Parent-Home-School Contact Program. The focus was on education; gathering intake information valuable to the teacher, interpreting school program to the parents, carrying educational materials, games and toys into the homes.

Music and physical education activities related to developing visual, auditory and sensory perception were incorporated into

the curriculum. Teacher and student-made musical instruments, ropes, broomsticks, tires, fishing poles and tin can stilts, were used in teaching. Diagnostic and remediation instruments became more meaningful. From this workshop, the Special Education Division, College of Education, gained knowledge that assisted in implementing a learning disabilities curriculum into the teacher education program.

Other Student Involvement. Three graduate special education students used the Project as part of a practicum for the course EDX 8733 Internship in Special Education. Approximately 25 students in EDX 5763/7763 Methods and Materials for the Mentally Retarded examined, evaluated and used for class demonstration purposes the commercial materials used in the Project. EDX 5763/7763 students assisted in developing psycholinguistic teaching activities to be used with the Project class. Two students in the School of Social Work served internships in the Project for three semester hours credit. A doctoral student in special education/educational psychology completed speech and hearing evaluation; a doctoral student in special education/educational psychology worked part-time as Project Evaluator. Five graduate students wrote language development units for preschool children with developmental problems. The Student Council for Exceptional Children gave a Christmas party for Project children.

Project Personnel Involvement Contributing to Teacher Education Through Formal or Informal Reporting. Project personnel attended the Marianne Frostig workshop, Training in Visual Perception,

at the University of Mississippi; the International Council for Exceptional Children Conference in Miami, Florida; and the Eastern Regional Staff Training Institute for Directors of Early Education Exemplary Programs in Miami. The Project Evaluator attended the Univeristy of California at Los Angeles Evaluation Workshop in St. Louis, Missouri.

The Project Director helped write a bill to place kindergarten classes for five year olds within the Mississippi public school system and appeared before the Senate Education Committee of the Misssssippi State Legislature in interest of this bill. She presented an overview of the development year of the Project and projected plans for operational status at the annual Mississippi Education Association Conference. The Project Director encountered difficulty in case-finding and referral procedures and in organizing a parent group for in-service training to reinforce the school program in the home. However, these difficulties were surmounted.

Dr. Julian Stein, Director of the American Association for Health, Physical Education and Recreation, held a workshop within the Project, using the children for demonstration purposes. Many of Dr. Stein's ideas were incorporated into a day camp held during the month of June for Project children. Eight high school and/or college freshmen assisted, working and playing on a one-to-one basis or in group situations with the children.

One-way mirrors were installed in the classroom. A schedule of activities was posted in the large observation room

accomodating 10-12 persons. Viewers could observe a structured schedule utilizing:

an intensive language program developed within the Project;
Frostig's Program of Development of Visual Discrimination;
Stern's Structural Arithmetic;
elements of Parkinson's Program for Special Children;
psycholinguistic remediation activities;
art with perceptual training built in;
music--physical education;
interest center activities;
story hour.

OPERATIONAL YEARS, 1971-72, 1972-73. In 1971-72 new groups of four and five year olds expanded the enrollemnt from eight to forty children. A highly structured program (as delineated in this report under the topic Program Components, Curriculum) was implemented with activities planned in terms of specific cognitively oriented objectives. The curriculum developed and utilized during the first operational year has been expanded in this, the 1972-73, second operational year to include activities and materials appropriate for the children who are now seven years of age; a new group of four year olds was added to make a total of four model classes spanning the age range 4-7 years.

Emphasis has been placed on continuing a quality program for the children, developing and disseminating materials, refining teaching techniques and expanding in-service training to Project teachers and parents.

Materials developed within the Project have been compiled, duplicated and disseminated to experienced teachers of developmentally handicapped children, who, after observing the program, expressed a desire to replicate the curriculum component. These materials have been placed in Mississippi State University's

Mitchell Memorial Library and the College of Education Materials Center for use by Mississippi State University students. These materials include three bound volumes:

Mississippi State University Preschool and Early Education Project Publication, Language Development, Preschool Level II

Mississippi State University Preschool and Early Education Project Publication, Art for Young Children

Mississippi State University Preschool and Early Education Project Publication, Parents Can Teach, Too

In addition, the following materials have been developed and put into usable mimeographed form:

Evaluation Instruments

(1) Self Concept Check List
(2) Parent Evaluation of Project
(3) Interim Evaluation of Language Development

Behavior Modification Techniques

Language Development Activities to Develop Psycholinguistic Abilities

Body Awareness Activities

Living Things--Science Related Language Development Unit, Primary Level

Health--A Language Development Unit, Primary Level

Perceptual Activities for the Preschool Child

(1) Auditory Discrimination

(2) Visual Discrimination

(3) Trash to Treasure Perceptual Activities

(4) Learning with Music

Student Involvement. In conjunction with Mississippi Learning Resources System, Mississippi State Department of Education, the Project planned and implemented a two-day state wide workshop, Parent Involvement in Education, for experienced teachers and Mississippi State University

students. Outstanding resource persons appeared on the program as follows:

"NEW DIRECTIONS IN SPECIAL EDUCATION"
Dr. Ron Wiegerink
Chairman, Dept. of Special Education
George Peabody College
Nashville, Tennessee

"PARENTS AS TEACHERS"
Mrs. Della Horton
Coordinator, Home Visit Program
Demonstration and Research Center
on Early Education
John F. Kennedy Center
George Peabody College

"PARENT INVOLVEMENT IN EDUCATION"
Miss Louise Phillips
Director, Model Preschool Program
for Handicapped Children
Magnolia, Arkansas

"BEHAVIOR MODIFICATION - SCHOOL
AND HOME"
Dr. Bruce Bachelder
Psychology Coordinator
Western Carolina Center
Drexel, North Carolina

In addition, an Overview - Mississippi State University Preschool and Early Education Project, was given by Project Director.

The Project has continued during operational years as an observation and practicum site for Mississippi State University students majoring in special education and elementary education. Three students from nearby Mississippi State College for Women served internships in Speech and Hearing within the Project.

Numerous individuals and agencies involved in the education of preschool and early education period children with developmental problems have crossed the thresholds of the Project observation booths--public school teachers, supervisors, administrators, Headstart and Day Care personnel. They have seen

happy children confronted with challenging tasks at the level where they can succeed; they have seen children busily occupied with attractive, interesting materials--many that were developed especially for them. They have seen parents in close contact with the school program. Outstanding people working with young children in the state of Mississippi have said, "This is the answer for our young developmentally handicapped children--not only those diagnosed as exceptional to the degree that they require special education services, but also those children who are high risks for first grade success." These are, in general, children from environmentally deprived homes--that young segment of our society usually referred to as "disadvantaged or culturally deprived." These are the children who need extended language development and perceptual training before being introduced to reading, writing and arithmetic in a more traditional school setting.

On of the Project's high priority goals is to make available a system of compensatory education that will alleviate language barriers and perceptual inadequacies that may be a detriment to success in assimilating cognitive learnings and personal and social characteristics that can contribute to school success for young children.

The Project is attaining this goal by sending knowledgeable people directly into the classroom to work on a tutorial basis with experienced teachers, by holding workshops and by disseminating to teacher education faculty and students what has been learned over an extended period of time from working intensively with developmentally handicapped children from poverty level homes.

Evaluation Procedures

Evaluation includes from the development year through operational years: determining IQ means and net increases in verbal intelligence from pretest and

post test scores obtained on Stanford-Binet Intelligence Scale for Children; determining Language Age means and net increases in psycholinguistic abilities from pretest and post test scores obtained on the Illinois Test of Psycholinguistic Abilities; determining Language Age means and net increases in verbal facility from pretest and post test scores obtained on the Utah Language Development Test; determining Perceptual Quotient means and net increases in visual perception from pretest and post test scores obtained on Frostig Developmental Test of Visual Discrimination; providing for interim evaluation on visual perception and language development with remediation given as necessary.

Data

Data appear on the following pages. The Utah Language Development Test was added as an evaluation instrument in 1971-72 to obtain a measure of language development independent of the remediation given in terms of scores received on diagnostic instrument, Illinois Test of Psycholinguistic Abilities.

SUMMARY OF MEAN DIFFERENCES ON
SELECTED VARIABLES--5 YEAR OLDS
1970-71

Name of Test and Variable Measured	Pretest Mean	Posttest Mean	Mean Difference
Stanford-Binet Intelligence Scale (I.Q.)	62.9	78.0	+15.1
Frostig Test of Visual Perception (Perceptual Quotient)	76.9	78.7	+1.9
Illinois Test of Psycholinguistics (Scaled score)	24.9	27.4	+2.6

SUMMARY OF MEAN DIFFERENCES ON
SELECTED VARIABLES--4 YEAR OLDS
1971-72

Name of Test and Variable Measured	Pretest Mean	Posttest Mean	Mean Difference
Stanford-Binet (I.Q.)	67.33	81.89	14.56
Utah (Language Age)	32.71	44.11	11.41
ITPA (Mean Scaled Score)	26.53	28.14	1.61
Sub-tests			
Auditory Reception	28.50	33.25	3.75
Visual Reception	32.00	35.50	3.50
Auditory Association	23.38	28.13	4.75
Visual Association	26.00	27.38	1.38
Verbal Expression	26.00	34.38	8.38
Manual Expression	29.13	35.38	6.23
Grammatic Closure	24.13	25.38	1.25
Visual Closure	24.88	31.00	6.12
Auditory Memory	25.13	27.50	2.37
Visual Memory	28.25	31.88	3.63
Auditory Closure	32.00	26.63	-5.37
Frostig (Perceptual Quotient)	76.71	92.89	16.18
Sub-tests			
Eye-Motor Coordination	8.00	10.56	2.56
Figure Ground	7.29	8.67	1.38
Form Constancy	7.14	8.00	.86
Position in Space	6.29	8.67	2.38
Spatial Relations	10.00	8.89	-1.11

SUMMARY OF MEAN DIFFERENCES
ON SELECTED VARIABLES--5 YEAR OLDS
1971-72

Name of Test and Variable Measured	Pretest Mean	Posttest Mean	Mean Difference
Stanford-Binet (I.Q.)	59.83	78.69	18.86
Utah (Language Age)	38.00	53.07	15.07
ITPA (Mean Scaled Score)	22.45	25.05	2.60
Sub-tests			
Auditory Reception	23.92	28.46	4.54
Visual Reception	32.42	30.62	-2.80
Auditory Association	14.00	18.85	4.85
Visual Association	22.83	27.92	5.09
Verbal Expression	25.17	29.00	3.83
Manual Expression	28.50	34.08	5.58
Grammatic Closure	19.17	19.38	.21
Visual Closure	25.75	29.15	.40
Auditory Memory	27.58	30.00	2.42
Visual Memory	27.75	28.15	.40
Auditory Closure	22.42	22.92	.50
Frostig (Perceptual Quotient)	78.82	92.08	13.26
Sub-tests			
Eye-Motor Coordination	7.08	10.92	3.84
Figure Ground	7.08	8.42	1.34
Form Constancy	7.17	10.67	3.50
Position in Space	7.25	8.83	1.58
Spatial Relations	6.92	6.75	.18

SUMMARY OF MEAN DIFFERENCES ON SELECTED VARIABLES - 6 YEAR OLDS
1971-1972

Name of Test and Variable Measured	Pretest Mean	Posttest Mean	Mean Difference
Stanford-Binet (IQ)	71.20	74.08	2.88
Utah (Language Age)	46.56	62.00	15.44
ITPA (Mean Scaled Score)	21.35	23.29	1.94
Sub-tests			
Auditory Reception	26.10	26.25	.15
Visual Reception	28.20	27.67	- .53
Auditory Association	18.30	19.67	1.47
Visual Association	20.30	24.33	4.03
Verbal Expression	22.80	24.75	1.95
Manual Expression	25.80	31.58	5.78
Grammatic Closure	15.50	18.42	2.92
Visual Closure	26.30	28.92	2.62
Auditory Memory	25.10	27.33	2.23
Visual Memory	24.10	26.92	2.82
Auditory Closure	16.60	15.75	- .90
Frostig (Perceptual Quotient)	77.10	87.36	10.26
Sub-tests			
Eye-Motor Coordination	9.00	10.73	1.73
Figure Ground	7.00	8.91	1.91
Form Constancy	7.40	8.36	.96
Position in Space	7.90	8.73	.83
Spatial Relations	6.80	7.09	.29

Personnel Involved in Project

Dr. Ernestine W. Rainey, Director

Dr. Sue Mitchell, Evaluator

Mrs. Sheila Flurry, Demonstration Teacher

Mrs. Kaye Jolly, Social Worker

Mrs. Terry Allen, Speech Therapist

Miss Gwin Stallworth, Teacher of 7 Year Old Group

Miss Patti Melton, Teacher of 6 Year Old Group

Mrs. Helen Morrison, Teacher of 5 Year Old Group

Mrs. Becky McLeod, Teacher of 4 Year Old Group

Mrs. Bonnie May, Resource Teacher, 7 Year Old Group

Mrs. Yvonne Johnson, Resource Teacher, 6 Year Old Group

Mrs. Avis Stewart, Resource Teacher of 5 Year Old Group

Mrs. Sissy Dockery, Resource Teacher of 4 Year Old Group

Dr. James R. Thomson, Advisor

Budget

Budgets for 1970-71, 1971-72 and 1972-73 appear on the following pages.

1970
PROJECT BUDGET

Mississippi State University
Grant OEG-0-70-4700 (616)

I. SALARIES		REQUESTED FEDERAL FUNDS	LOCAL FUNDS
a.	Project Director 50 %	$ 6,111.10	
b.	Assistant Director %		
c.	Teacher	4,166.66	
d.	Teacher aide	1,821.60	
e.	Secretary	2,000.00	
f.	Other Part-time evaluator	1,500.00	
g.	Consultant		
1.	Medical		
2.	Paramedical		
3.	Psychological		
4.	Early Education		500.00
5	Speech and Hearing	49.00	
6.	Social Services	100.00	
7.	Dental		
8.	Nutritional		
9.	Special Education	1,126.00	
10.	Inservice		
11.	Other Program Visibility	100.00	500.00

II. OTHER PROJECT COSTS			
a.	Employee Benefits	1,677.41	
b.	Materials and Supplies	593.23	
c.	Equipment	320.00	
d.	Travel (staff)	600.00	
e.	Communications		
f.	Pupil Transportation	377.65	
g.	Food Service	60.00	
h.	Inservice training of Staff		

CONT'D PROJECT BUDGET

II.	OTHER PROJECT COSTS	REQUESTED FEDERAL FUNDS	LOCAL FUNDS
	i. Overhead	$ 1,788.35	
	j. Other Space Rental		$3,000.00
III.	TOTAL PROJECT COSTS	$ 22,291.00	$ 4,000.00

1971
PROJECT BUDGET

Mississippi State University
Grant OEG-0-70-4700 (618)

I. SALARIES			REQUESTED FEDERAL FUNDS	LOCAL FUNDS
a.	Project Director	50 %	$ 7,999.92	
b.	Assistant Director	%		
c.	Teacher		12,222.22	10,000.00
d.	Teacher aide		7,920.00	
e.	Secretary		4,800.00	
f.	Other Part-time evaluator		6,000.00	
g.	Consultant			
1.	Medical		2,225.00	
2.	Paramedical			
3.	Psychological		2,400.00	
4.	Early Education		500.00	
5.	Speech and Hearing		3,600.00	
6.	Social Services			
7.	Dental		2,250.00	
8.	Nutritional			
9.	Special Education In-service		400.00	
10.	Inservice			
11.	Other Program Visibility			
	Child Development Day Camp		500.00 300.00	

II. OTHER PROJECT COSTS			
a.	Employee Benefits	3,690.00	1,000.00
b.	Materials and Supplies	7,000.00	
c.	Equipment	7,695.00	
d.	Travel (staff)	3,041.00	
e.	Communications	300.00	
f.	Pupil Transportation	9,606.06	
g.	Food Service	2,621.00	
h.	Inservice training of Staff		

CONT'D

PROJECT BUDGET

		REQUESTED FEDERAL FUNDS	LOCAL FUNDS
II.	OTHER PROJECT COSTS		
	i. Overhead	$ 13,653.80	3,700.00
	j. Other Space Rental		9,000.00
III.	TOTAL PROJECT COSTS	$ 100,978.00	$23,700.00

1972
PROJECT BUDGET

Mississippi State University
Grant OEG-0-70-4700 (618)

I. SALARIES		REQUESTED FEDERAL FUNDS	LOCAL FUNDS
a.	Project Director 100 %	$ 17,333.28	
b.	Assistant Director %		
c.	Teacher	18,016.63	15,000.00
d.	Teacher aide	10,008.00	
e.	Secretary	4,800.00	
f.	Other Speech Pathologist Clerk-Typist	3,900.00 3,600.00	2,500.00
g.	Consultant		
1.	Medical	1,500.00	
2.	Paramedical		
3.	Psychological	8,260.20	
4.	Early Education		
5.	Speech and Hearing		
6.	Social Services	4,033.20	
7.	Dental	1,275.00	
8.	Nutritional		
9.	Special Education		
10.	Inservice		
11.	Other Program Visibility		

II. OTHER PROJECT COSTS			
a.	Employee Benefits	6,169.11	1,750.00
b.	Materials and Supplies	2,000.00	
c.	Equipment	411.22	
d.	Travel (staff)	7,000.00	
e.	Communications	600.00	
f.	Pupil Transportation	5,400.00	
g.	Food Service	2,497.50	
h.	Inservice training of Staff		

CONT'D

PROJECT BUDGET

			REQUESTED FEDERAL FUNDS	LOCAL FUNDS
II.	OTHER PROJECT COSTS			
	i.	Overhead	$	
	j.	Other Space Rental		$15,000.00
III.	TOTAL PROJECT COSTS		$ 120,000.00	$ 34,250.00

Contribution To Improvement of Teacher Education

The Mississippi State University Preschool and Early Education Project has contributed to the improvement of teacher education at both the in-service and pre-service levels as described in preceeding sections. A summary of these contributions follows:

Pre-service Contributions:

(1) Observation of model classes by students

(2) Field experiences for students in Project, Parent-Home-School Contact Program

(3) Collaboration of students in writing curriculum materials to be used in Project

(4) Internship site for Social Work majors

(5) Internship site for special education graduate students

(6) Student teaching placement for undergraduate students

(7) Student participation in six Project sponsored workshops utilizing outstanding authorities

(8) Feedback to students on information Project Personnel gained by attending national conferences

(9) Availability of Project-developed materials for children with developmental problems

In-service Contributions:

(1) Observation of model by experienced public school teachers, supervisors and administrators, Headstart and Day Care personnel

(2) Project personnel giving in-service training on tutorial basis to teachers who desire to replicate any or all of the program components.

(3) Project personnel holding workshops for agencies working with young children with developmental problems.

(4) Dissemination of materials developed in Project to agencies and individuals working with young children with developmental problems.

The Mississippi State University Preschool and Early Education Project has had numerous requests for assistance in improving the quality of preschool and early education for children with developmental problems. Fifty of these requests will be honored this year through tutorial assistance and small group workshops followed by site visits to the participating teachers' educational setting.

The Special Education Division, College of Education, gained knowledge from workshop on psycholinguistic abilities that assisted in implementing a learning disabilities curriculum into the teacher education program.

At present, Mississippi State University is making plans to include in the teacher education program an early childhood education curriculum. The knowledge gained by working intensively with developmentally handicapped, environmentally deprived preschool and early education period children will be utilized to help build a functional and effective early childhood teacher education program.

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Errata

Page 15, Footnote	... anecdotal descriptions are provided in Appendix I.
Pages 42, 196	Fig. 2.8 Math/Problem Solving Program Conceptual Model
Page 51, Line 3	Experimental siblings ... .
Page 86, Paragraph 3, Line 5	words, single phrases, and markers)
Page 92	Sentence Repetition Test II, 2. Complexity, Line 6: ... a question with do and wh- as
Page 95, Paragraph 2, Last line	(Bellugi-Klima, 1970)
Page 112	Correct author is Gretchen Schoff
Page 138, Paragraph 1, Line 3	... (Levels #P and I) ...
Paragraph 2, Line 5	... comprehensive manual ...
Paragraph 3, Line 3	... associative thinking ...
Page 197, #10, Line 1	... rote counting;
Page 227	(Adapted from NUFFIELD MATHEMATIC PROJECT)
Page 239, after Anisfield	Attneave, F. Applications of Information Theory to Psychology. New York: Holt, 1959.
after Bellamy	Bellugi-Klima, U. Some language comprehension tests. ERIC PS003648.
Page 245, before Mimbauer	Milner, E. A study of the relationship between reading readiness in grade one school children and patterns of parent-child interaction. Child Development, 1951, 22, 95-112.
Page 246, before Turner	Tulkin, S. An analysis of the concept of cultural deprivation. Developmental Psychology, 1972, 6, 326-339.